ENGLISH LANGUAGE ARTS

High-Quality Instructional Materials Review Rubric

Grade Range: 3-5

Evaluator		**Rating Committee**	
Publisher			
Title of Textbook Series/Instructional Program			
Grade Range of Textbook Series/Instructional Program		**Specific Grade Evaluated**	

This evaluation rubric is designed to evaluate assess the extent to which instructional materials align with the *Mississippi College- and Career-Readiness Standards (MCCRS) for English Language Arts*, as well as additional indicators of high-quality instructional materials for the ELA curricula. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for evaluating materials. Within each **Gateway**, **Criterion,** and related **Indicators** are provided along with **Guiding Questions** and **Evidence**.

The evaluation rubric is designed to help reviewers establish a quality threshold for each Gateway. Reviewers should focus on the content present in the instructional materials and any ancillary or complementary resources rather than on what may be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Scoring Protocol and Criteria:

- **No evidence (0):** There is no correlation between the standards and lessons; a logical sequence of content cannot be identified, significant content inaccuracies exist, essential understandings, knowledge, or skills are not addressed, and opportunities to practice essential skills are excluded.
- **Limited (2 or 3):** Limited connections between the standards and the lessons are noted; content may contain some inaccuracies or may not always be clear. Essential understanding, knowledge, or skills are not sufficiently addressed, and there is limited opportunity for students to practice essential skills.
- **Adequate (3 or 5):** Lessons align with the standards; content appears accurate, clear, and in sequential order. Most essential understandings, knowledge, and skills are supported, and many opportunities are provided for students to practice these essential skills.

The High-Quality Instructional Materials Review Rubric is comprised of three sections:

Gateway 1: Alignment to Standards - **This is a required submission.**

→ Advance to Gateway 2 only if Gateway 1 scores at least **57 points.**

Gateway 2: Rigor and Instructional Practices - **This is a required submission.**

→ Advance to Gateway 3 only if Gateway 2 scores at least **26 points.**

Gateway 3: Usability

GATEWAY 1

Alignment to Standards - This is a required submission.

High-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. **Materials must receive a score of MEETS EXPECTATIONS or PARTIALLY MEETS in Gateway 1 combined to be reviewed in Gateway 2.**

- **Criterion 1.1 (1a – 1h): Foundational Skills Development 40 possible points**
  Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in print concepts, the alphabetic principle, letter-sound relationships, phonemic awareness, phonological awareness, and phonics that demonstrate a transparent and research-based progression for application both in and out of context.

- **Criterion 1.2 (1i – 1n): Learning Progressions and Coherence 26 possible points**

- **Criterion 1.3 (1o – 1u): Alignment to the Standards with Questions and Tasks Grounded in Evidence 29 possible points**

Criterion 1.1: FOUNDATIONAL SKILLS DEVELOPMENT			
INDICATORS OF SUPERIOR QUALITY	**GUIDING QUESTIONS/CLARIFICATIONS** May include but not limited to the following:	**EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT**	**SCORE**
1a. Materials, questions, and tasks include **explicit instruction** in **phonological awareness (K-1) and phonics (K-5)**.	• Do the materials provide explicit instruction and regular practice of applied phonological awareness and phonics skills? • ***3rd grade:*** *Grade-level phonics and word analysis skills in decoding (prefixes and derivational suffixes, Latin suffixes, multisyllabic words, irregularly spelled words* • ***4th – 5th grade:*** *Syllabication patterns, morphology (e.g. roots and affixes), multisyllabic words, decode words in and out of context*		**0 3 5**

1b. Phonemic awareness and phonics follows a research-based **continuum** (K-2) and (3-5).	• ***3rd grade:*** *Review of CVC, CVCC, CCVC, CVe, vowel team single syllable words before moving to multisyllabic words and instruction of prefixes and suffixes*		**0 3 5**
1c. Materials, questions, and tasks include explicit instruction in **encoding and decoding**.	• Do the materials include explicit instructional dialogue aligned with explicit instructional routines for letter formation? • Do the materials provide a dictation/spelling routine in the teacher's edition or additional instructional routine materials? • ***Encoding****: letter formation, dictation – sound to print* • Do the materials provide a decoding routine in the teacher's edition or additional instructional routine materials? • ***Decoding****: print to sound (practice in decoding words in isolation and in decodable texts)*		**0 3 5**
1d. Student instructional opportunities are built into the materials to practice and increase **decoding accuracy** and **automaticity**.	• Are opportunities present in the instructional materials for students to develop accuracy, gain decoding automaticity, and use expression? • Do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?		**0 3 5**
1e. Materials, questions, and tasks provide practice of **word recognition and analysis skills** in a research-based progression in **connected text and tasks**.	• Is there evidence of sequential instruction for word recognition and word analysis? • Do the materials provide opportunities for students to practice words within tasks and texts? • Does the small group reading guidance align with the structured literacy skills routine? (i.e. auditory, visual, blending,		**0 3 5**

	connected decodable text) No balanced literacy strategies (e.g. cueing systems) • **NO BALANCED LITERACY STRATEGIES (E.G. CUEING SYSTEMS)**		
1f. Materials support **ongoing formative assessment** to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	• Are formative, ongoing assessment measures utilized to check for understanding of foundational skills throughout the lesson? • Are directions provided to the teacher for remediation and enrichment based on assessment data?		**0 3 5**
1g. Materials, questions, and tasks provide activities that allow for **scaffolding of foundational skills**, so all students achieve mastery of foundational skills.	• Are foundational skills lessons and activities differentiated for students?		**0 3 5**
1h. Materials in 3rd grade include **decodable texts aligned to** the scope and sequence **of the phonics patterns** and high-frequency words for students to practice **authentic application** of newly learned decoding and word recognition skills. Materials in 4th and 5th grades provide explicit, systematic support for **advanced foundational skills** (syllabication, morphology, and all letter-sound correspondences).	• **3rd grade:** Are the decodable texts aligned to the scope and sequence of newly taught phonics patterns and high-frequency words? • Do lessons include multi-syllabic word instruction and commonly used prefixes and suffixes? • **4th – 5th grade**: Does instruction include multisyllabic word reading, morphology (prefixes, suffixes, roots), and fluency?		**0 3 5**
		TOTAL SCORE CRITERION 1.1 **Meets:** 32-40 points **| Partially Meets:** 24-31 points **| Does Not Meet:** 0-23 points	

Criterion 1.2: TEXT QUALITY and COMPLEXITY

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE

1i. Anchor texts are of **high quality, require careful reading analysis, and consider a range of student interests**. This does not include decodables.	• Are texts connected conceptually throughout the unit to enhance overall topic knowledge? • Do materials incorporate texts that require careful and purposeful reading and re-reading?		**0 2 3**
1j. Anchor texts provide a balanced and accurate portrayal of **various demographic and personal characteristics**, such as gender, race/ethnicity, identity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities. This does not include decodables.	• Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture?		**0 3 5**
1k. Materials reflect the **variety of text types and genres** required by the standards at each grade level. This does not include decodables.	• Do the materials reflect a balance of (informational, literary, poetry, folktales, etc.) reading selections?		**0 2 3**
1l. **Anchor texts** have the appropriate level of **complexity** for the grade according to documented **quantitative analysis, qualitative analysis, and relationship to their associated student task**.	• Text Complexity Chart or range aligned to all anchor texts • Are the anchor texts at the appropriate complexity range for each grade level and is a text complexity analysis provided?		**0 3 5**
1m. **Series of supporting texts** should be at a **variety of complexity levels** appropriate for the grade band to support students' **literacy growth** over the course of the school year.	• Are text selections that support anchor text providing grade-level material that increases complexity when sequenced over the course of the school year?		**0 3 5**
1n. Materials provide opportunities for students to engage in a volume and variety of reading to support the **increased opportunity for independent reading** at grade level by the end of the school year, including **accountability structures for independent reading**.	• Are students reading a volume and variety of texts both through interacting with the teacher and/or classmates or independently in school or outside of the classroom? • Are multiple reading strategies provided so that all students can access new		**0 3 5**

This does not include decodables. Those are identified in Criterion 1.1.	learning with scaffolding? (e.g. read aloud, choral, echo, paired reading, etc.)		
TOTAL SCORE CRITERION 1.2 **Meets:** 21-26 points **| Partially Meets:** 16-20 points **| Does Not Meet:** 0-15 points			

Criterion 1.3: ALIGNMENT to the STANDARDS with QUESTIONS and TASKS GROUNDED in EVIDENCE

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
1o. Most questions, tasks, and assignments are **text-adjacent and/or text-dependent**, requiring students to engage with the text directly.	• Are the questions, tasks, and assignments connected to texts and require the use of the text to answer? • Do questions encourage students to gather textual evidence to support both what is explicit as well as valid inferences from the text?		**0 3 5**
1p. Materials provide frequent opportunities for students to engage in **conversations** that support building comprehension with grade-level text.	• Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year? • Do discussion/turn and talk protocols support engagement for all students regardless of independent readability? • Are predicting, inferencing, and word knowledge integrated into comprehension tasks?		**0 2 3**
1q. Materials support students' **listening and speaking** opportunities to demonstrate knowledge gained from what they are reading and researching.	• Is instructional time dedicated to students practicing and applying speaking and listening skills? • Is this reflected during culminating task activities?		**0 2 3**

1r. Materials include a mix of **on-demand and varied process writing.**	• Do materials include **on-demand** (e.g. quick writes, short response) **and varied process writing** (e.g., multiple drafts, revisions over time) tasks? • Are there print and/or digital opportunities? • Do writing tasks include a range of discipline-specific tasks, purposes, and audiences (summaries, reactions, analysis or interpretation of text, notes, and ask/answer questions)?		**0 3 5**
1s. Materials include **explicit instruction** and regular opportunities for evidence-based writing to support **recall of information, opinions with reasons, and relevant information** appropriate for the grade level.	• Do students engage in evidence-based writing (Narrative, Informational, and Opinion) requiring them to gather evidence directly from texts?		**0 3 5**
1t. Do materials provide explicit instruction and application opportunities within **text-connected writing tasks** for all grade-level **grammar and usage standards**?	• Are writing tasks connected to the current text topics while integrating grammar skills learned?		**0 2 3**
1u. Materials provide the opportunity to **teach vocabulary cohesively** throughout the year by making connections between new words and other known words in and across text.	• Is there a specific vocabulary routine/protocol that can be applied to any key vocabulary word identified? • Do materials provide opportunities to differentiate between correct and incorrect uses of words or by generating and answering questions that include the words?		**0 3 5**
TOTAL SCORE CRITERION 1.2 **Meets:** 23-29 points **| Partially Meets:** 17-22 points **| Does Not Meet:** 0-16 points			

Gateway 1 Points **AVAILABLE**	Gateway 1 Points **ACHIEVED**	**GATEWAY 1 RATING**
95	Sum of points from Criterion 1.1, 1.2, and 1.3	☐ **Meets** (score of 76-95 points) **PROCEED TO GATEWAY 2** ☐ **Partially Meets** (score of 57-75 points) **PROCEED TO GATEWAY 2** ☐ **Does Not Meet** (score of 0-56 points) **STOP REVIEW**

Gateway 1 Bonus Points **AVAILABLE**	
Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points on Criterion 1.1 for grades 3-5.	**0 5**

GATEWAY 2

Rigor and Instructional Practices - This is a required submission.

Gateway 2 examines how materials build knowledge through integrated reading, writing, speaking, listening, and language. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. **Materials must receive a score of MEETS EXPECTATIONS or PARTIALLY MEETS EXPECTATIONS in Gateway 2 to be reviewed in Gateway 3.**

- **Criterion 2.1 (2a – 2e): Building Knowledge 19 possible points**
- **Criterion 2.2 (2f – 2k): Coherence 24 possible points**

Criterion 2.1: BUILDING KNOWLEDGE			
INDICATORS OF SUPERIOR QUALITY	**GUIDING QUESTIONS/CLARIFICATIONS** May include but not limited to the following:	**EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT**	**SCORE**
2a. Texts are organized around a **cohesive topic/theme** to build students' ability to read and comprehend complex texts independently and proficiently.	• Are texts organized cohesively around topics/themes to build student knowledge?		**0 3 5**
2b. Materials require students to **analyze the key ideas, details, craft, and structure** within anchor texts as well as supporting texts using coherently sequenced, high-quality questions and tasks.	• Are questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity? • Do questions and discussion prompts allow students to connect prior knowledge to new knowledge of conceptual ideas?		**0 2 3**
2c. Texts are **provided** for read-alouds that are **above** the instructional level in complexity and guidance. Read-alouds are used for the purpose of **integrating** knowledge and ideas with **text-specific** questions.	• Do questions and tasks integrate knowledge and ideas within a single informational text? • Do some questions and tasks integrate knowledge and ideas across multiple texts?		**0 3 5**

2d. **Culminating tasks** require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	• Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including application of aligned standards and content knowledge? • Do materials include opportunities to write in response to what students have read?		**0 2 3**
2e. Materials include a **progression of research skills** that guide independent and shared research and writing projects to develop students' knowledge using multiple texts and source materials.	• Do materials include a progression of research skills and shared research opportunities?		**0 2 3**
TOTAL SCORE CRITERION 2.1 **Meets:** 15-19 points **| Partially Meets:** 11-14 points **| Does Not Meet:** 0-10 points			

Criterion 2.2 COHERENCE

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
2f. Materials include guidance on **grade-level aligned instruction, practice, and assessments**.	• Do the materials focus the majority of instructional time on grade-level content?		**0 3 5**
2g. Materials regularly and systematically **balance time and resources** required for following the **suggested implementation**.	• Can implementation schedules be reasonably completed within a 90–120-minute literacy block?		**0 2 3**
2h. Materials help **English learners** access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.	• Are supports provided to ensure work is on grade level and accessible to English language learners?		**0 3 5**
2i. Materials regularly provide **strategies and supports for students in special populations to work with grade-level content.**	• Are supports provided to ensure work is on grade level but accessible to special populations of students?		**0 3 5**

2j. Materials provide **all** students with extensive opportunities to work with **grade-level content and texts**.	• Are supports provided to ensure work is on grade level but accessible to below-grade-level students?		**0 2 3**
2k. Materials regularly provide **enrichment** for students who read, write, speak, and/or listen **above grade level**.	• Are grade-level concepts extended through tasks/questions for students at/above grade level?		**0 2 3**
TOTAL SCORE CRITERION 2.2 **Meets:** 19-24 points **| Partially Meets:** 14-18 points **| Does Not Meet:** 0-13 points			

Gateway 2 Points **AVAILABLE**	Gateway 2 Points **ACHIEVED**	**GATEWAY 2 RATING**
43	Sum of points from Criterion 2.1 and 2.2	☐ **Meets** (score of 34-43 points) **PROCEED TO GATEWAY 3** ☐ **Partially Meets** (score of 26-33 points) **PROCEED TO GATEWAY 3** ☐ **Does Not Meet** (score of 0-25 points) **STOP REVIEW**

Gateway 2 Bonus Points **AVAILABLE**	
Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 2.	**0 5**

GATEWAY 3

Usability

Gateway 3 examines the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

- **Criterion 3.1 (3a – 3g): Teacher Supports 29 possible points**
  Resources include materials for teachers to plan and implement instruction with integrity and to further their professional learning.
- **Criterion 3.2 (3h – 3k): Assessment 20 possible points**
  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of how much students can independently demonstrate the assessed standards.
- **Criterion 3.3 (3l – 3r): Student Supports 21 possible points**
  Materials designed for each student's regular and active participation in grade-level/grade-band/series content.
- **Criterion 3.4 (3s – 3v): Intentional Design 12 possible points**
  Materials are visually engaging and reference or integrate digital technology (when applicable), with guidance for teachers.

Criterion 3.1: TEACHER SUPPORTS			
INDICATORS OF SUPERIOR QUALITY	**GUIDING QUESTIONS/CLARIFICATIONS** May include but not limited to the following:	**EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT**	**SCORE**
3a. Materials provide **teacher guidance** with useful annotations and suggestions for **how to utilize the student materials and ancillary materials**.	• Is the teacher's edition structured to provide information that will assist in implementing the student or ancillary materials (vocabulary cards, letter cards, task cards, etc.)?		**0 3 5**
3b. Materials provide a **teacher's edition** that contains **full, adult-level explanations, and examples** when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the skills.	• Do the materials support deepening teachers' understanding of specific content and standards? • Do the materials include guidance, annotations, and/or resources that explain the rationale behind instructional approaches?		**0 3 5**

3c. Materials provide a teacher's edition that includes standards correlation information that **explains the role of the standards** in the context of the overall series.	• Does each lesson and unit align to the MCCRS for English Language Arts? • Does the content connect to previous and upcoming topics and skills?		**0 3 5**
3d. Materials provide **strategies for informing all stakeholders, including students and care givers about the program** and suggestions for how they can help support student progress and achievement.	• Do the materials include strategies for informing students and caregivers about the program? • Do the materials contain suggestions for how caregivers can help support student progress and achievement?		**0 2 3**
3e. Materials provide explanations of the **instructional approaches** of the program and identification of research-based strategies.	• Do the materials provide explanations of the instructional approaches of the program? • Do the materials identify research-based strategies that have informed the design of the materials?		**0 3 5**
3f. Materials provide a **comprehensive list of supplies** needed to support instructional activities.	• Do the materials contain a comprehensive list of materials needed to support implementation?		**0 2 3**
3g. Materials include embedded, **curriculum-based professional learning** that builds teacher content knowledge and skill.	• Do the materials include guidance, annotations, and/or resources that explain the rationale behind instructional approaches?		**0 2 3**
TOTAL SCORE CRITERION 3.1 **Meets:** 23-29 points **| Partially Meets:** 17-22 points **| Does Not Meet:** 0-16 points			

Criterion 3.2: ASSESSMENTS

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3h. **Explicit assessment guidance** is included in the materials to indicate which **part of**	• Do the materials include a plan for how the standards are spiraled throughout the school year?		**0 3 5**

standards are assessed throughout the curriculum.	• Do the assessments identify which part of the standards are being assessed?		
3i. Assessments provide **aligned rubrics and scoring guidelines** that include guidance to teachers for interpreting student performance.	• Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for remediation and enrichment based on student performance?		**0 3 5**
3j. Assessments include **item types** that measure the depth and rigor of the standards.	• Do individual assessments contain a variety of item types (e.g. short response, multi-select, technology- enhanced) that assess the depth and rigor of the grade-level standards?		**0 3 5**
3k. A **system of assessments** is provided.	• Do the materials include formative and summative assessments throughout individual units as well as built-in benchmarks (BoY, MoY, EoY)?		**0 3 5**
TOTAL SCORE CRITERION 3.2 **Meets:** 16-20 points **| Partially Meets:** 12-15 points **| Does Not Meet:** 0-11 points			

Criterion 3.3: STUDENT SUPPORTS

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3l. Materials provide opportunities for teachers to use a variety of **collaborative strategies**.	• Are there collaborative opportunities during whole group instruction (paired, groups, individual)?		**0 2 3**
3m. Materials provide **varied learning tasks** for students to demonstrate their learning.	• Are there varied learning tasks for students to demonstrate their learning?		**0 2 3**
3n. Materials provide opportunities for students to **monitor their own learning**.	• Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?		**0 2 3**

3o. Materials provide guidance and strategies to encourage and support teachers to **draw upon student home language** to facilitate learning.	• Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language (English Learner Strategies)?		**0 2 3**
3p. Materials provide **guidance** and **strategies** to encourage and support teachers to draw upon students' **diverse** cultural, linguistic, and social backgrounds to facilitate learning.	• Are the materials designed to elicit and leverage students' diverse cultural and social backgrounds?		**0 2 3**
3q. Materials offer **accommodations** that allow students to demonstrate their knowledge and skills without changing the content.	• Consider students identified with an Individual Education Program (IEP), Language Service Plan, 504 Plan. • Are assessment accommodation suggestions available (e.g. text to speech)?		**0 2 3**
3r. Materials offer **differentiated** instruction that addresses remediation and extension/enrichment.	• Are activities included for students who need grade-level remediation? • Are extension and enrichment activities included for students to explore their interests and delve deeper into subject?		**0 2 3**
TOTAL SCORE CRITERION 3.3 **Meets:** 17-21 points **| Partially Meets:** 13-16 points **| Does Not Meet:** 0-12 points			

Criterion 3.4: INTENTIONAL DESIGN

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3s. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students.	• Do the materials integrate digital technology and interactive tools for student engagement?		**0 2 3**
3t. Materials include or reference digital technology that provides opportunities for teachers and students to collaborate.	• Do digital materials provide opportunities for teachers and students to collaborate with each other when applicable (e.g. slide deck, interactive digital technology)?		**0 2 3**

3u. The visual design (print or digital) is engaging for students.	• Does the visual design support (e.g. slide deck) student learning and engagement?		0 2 3
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	• Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?		0 2 3
TOTAL SCORE CRITERION 3.4 **Meets:** 10-12 points **|** **Partially Meets:** 7-9 points **|** **Does Not Meet:** 0-6 points			

Gateway 3 Points **AVAILABLE**	Gateway 3 Points **ACHIEVED**	**GATEWAY 3 RATING**
82	Sum of Criterion 3.1, 3.2, 3.3, and 3.4 points	☐ **Meets** (score of 66-82 points) ☐ **Partially Meets** (score of 49-65 points) ☐ **Does Not Meet** (score of 0-48 points)

Gateway 3 Bonus Points **AVAILABLE**	
Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 3.	0 5

TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	**GATEWAY 2**	**GATEWAY 3**	**GRAND TOTAL**
of 95 points	**of 43 points**	**of 82 points**	**of 220 points**